

State of Maine



Department of Education Career and Technical Education

Comprehensive School Review Overview Guide

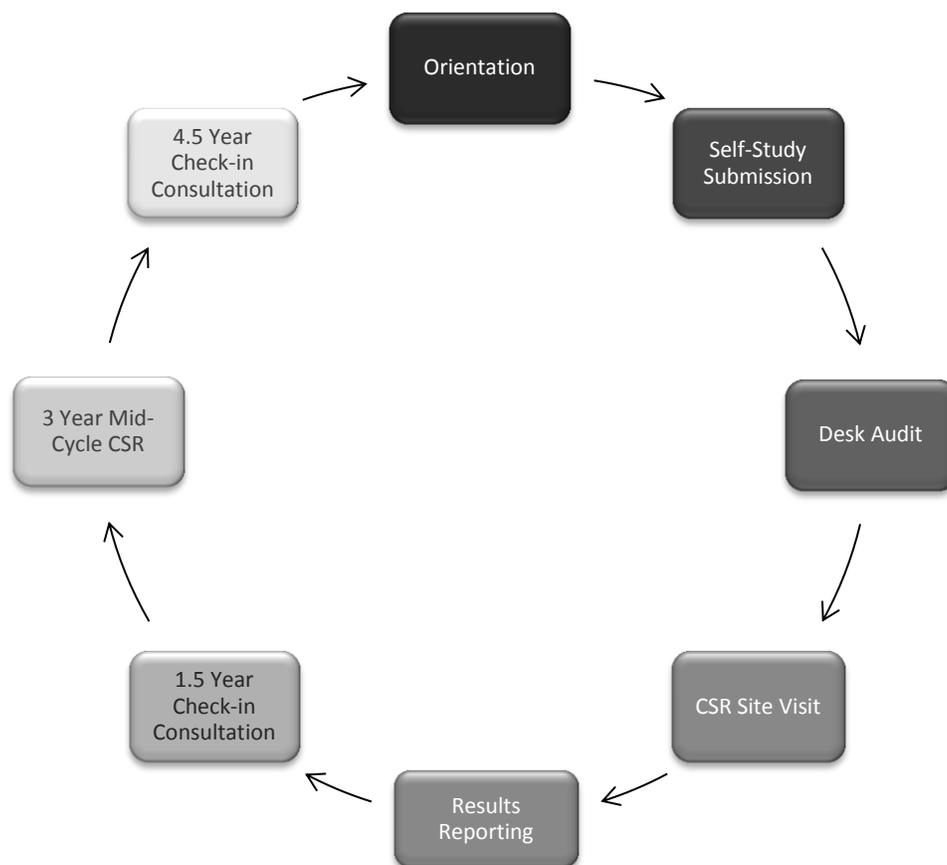
OVERVIEW

The standards and procedures which govern career and technical instructions at the secondary level in the state of Maine are determined in the Maine Department of Education (MDOE) Rule Chapter 232, "Standard Criteria for Maine Secondary Vocational Programs." Chapter 232 calls for site-based program reviews. All Maine Career and Technical Education (CTE) institutions will undergo a Comprehensive School Review (CSR), including Self-Study and visitation components, in six year intervals with a Mid-Cycle Review every three years. This review also addresses the concepts and requirements in the Maine Department of Education Rule Chapters 125 and 127 dealing with curriculum, instruction, and assessment.

The Comprehensive School Review process is designed to serve two interrelated but distinct functions: public accountability and institutional improvement:

1. School review provides a measure of accountability by demonstrating for its key stakeholders—including legislators, state and federal agencies, sending schools, community members, students, and parents—that the institution has clearly defined the appropriate educational objectives, appears to be accomplishing them substantially, and is so organized, staffed, and supported that it can be expected to continue to do so.
2. School review promotes institutional improvement by leading the staff through a critical and extensive self-examination of the school’s goals, operations and results. It also provides an informed analysis and review by peers external to the institution.

The ultimate goal of a Comprehensive School Review is the continuous enhancement of the quality of education for each student served. The outline for the MDOE-CTE Comprehensive School Review Cycle is as follows:



Comprehensive School Review Cycle

Orientation- (1 year prior to CSR) – An onsite orientation is conducted one year prior to the CSR onsite visit. This is designed to be a time for schools to ask questions and gain some clarity as to the self-study and visitation process for the participating center/region administration and designated others, (e.g., advisory board members, student services coordinator, and faculty department leaders). A brief, initial assessment of the facilities will also be conducted to provide schools with preliminary feedback. *Please Note: Additional technical assistance and pre-visits will be provided as requested throughout the year prior to the site visit.*

Self-Study Submission- (8 weeks prior to onsite visit) - A subcommittee is designated for each of the assigned self-studies. During the year leading up to the site visit it is advised that the subcommittee meet regularly to discuss and develop the associated materials for the self-studies final submission. (See *Roles of Steering Committee and Subcommittees* for further information)

Desk Audit- (From self-study submission to site visit) - MDOE-CTE Review Team examines all Self-Study materials analyzing the depth of answers and proof of accuracy. Review members check to assure that all necessary materials are received and complete. In addition they develop a list of supplemental materials and communicate these needs back to the CTE. The CTE will have up to a week prior to the site visit to resubmit additional documentation.

Site Visit- (approximately 3-4 days on campus) - MDOE team will visit the CTE campus with the intension of expanding upon the initial findings of the desk audit. It is important team members have access to all areas students utilize while attending school. For your convenience we will plan to work during your standard hours of operation. This step has three primary focuses: 1) to follow-up on recommendation statuses that require in-person verification, 2) staff/student interviews, and 3) a facilities review. To ensure a smooth onsite visit the following items should be prepared and confirmed prior to our arrival. If you do not have access to some of these items please let us know in advance so we can secure alternative accommodations.

Action Items	Explanation (If Applicable)
Building Access Requirements	Master key should be provided or a school representative should be available to assist with accessing locked classrooms/bathrooms/labs/break and study areas, etc.
Student Interviews Scheduled <i>(Schedule sent to DOE 3 weeks prior to visit)</i>	A group interview with 8-10 participating students must be arranged in advance. This interview should be scheduled for 45 minutes but may only take 30 minutes. Please try to select students representing a diverse cross-section of the total population when possible, (consider gender/ ethnicity/ and able bodied designations). The department will contact you if specific populations must be represented.
Faculty/Administration Interviews <i>(Schedule sent to DOE 3 weeks prior to visit)</i>	MDOE will provide a list of representatives we wish to interview once our preliminary desk audit is complete. We ask that you provide a designated interview room with interviewees scheduled in half hour blocks.
Final Debrief Scheduled	As a courtesy the MDOE-CTE coordinator will provide a debrief of our initial findings prior to departing from our site visit. Please set aside a 1hr block with the CTE Director.
Private Room to Work	A private room (class room, conference room, office, etc.) should be provided to the DOE team during the onsite visit to ensure discretion within our work practices. This room can double as an interview room if that is a necessity due to space restrictions.
Access to Wi-Fi	Please provide access information for MDOE devices to connect with the internet while on campus.
Access to a Projector	To increase productivity we ask that a projector be available in the work room.
Power Strip/Cord	To accommodate multiple computer cords and electronic chargers
Access to Printer	
Safety Gear	Please provide all appropriate safety gear required for your facilities, for example: safety goggles, hard hats, etc.

Results Reporting- (3 months after site visit) - An initial draft report will be provided to the CTE Director within 3 months of the site visit. The CTE will then have a month to review and submit any comments or concerns to the MDOE Coordinator. The MDOE team will review responses, revise (where applicable) and resubmit the final CSR Report.

1.5 Year Check-in Consultation- Check-in Consultations will be based on the final report. The goal of this process is to gather any completed recommendation details and supporting evidence, update any known statuses, and for MDOE-CTE to provide any additional technical support as requested. Emails or telephone conversations are the preferred method of completing check-in consultations.

3 Year Mid-Cycle Review- The Mid-Cycle Comprehensive School Review is an abbreviated version of the Full CSR that includes a site visit, staff/administration and student interviews, as well as a follow-up recommendations provided to the CTE as a result of the corresponding Full CSR.

4.5 Year Check-in Consultation- The Check-in Consultation will be based on the Mid-Cycle Comprehensive School Review report details. The goal of this process is to gather any completed recommendation details and the supporting evidence, update statuses, and review recommendations that were not completed at the Mid-Cycle Comprehensive School Review visit. Emails or telephone conversations are the preferred method of completing this check-in consultation. On-site may be required.

Roles of Steering Committee and Subcommittees

Steering Committee- A key part of the Comprehensive School Review is the committee work done by the center/region during the 10-12 month self-study process. It is expected that a steering committee consisting of administrators and a cross-section of staff be organized early in the process to provide direction and oversight during the Self-Study process.

Subcommittees- For each of the eight (8) school-wide standards and for each of the programs at the center/region, it is suggested that a subcommittee be formed to gather information and answer the questions posed in each unit.

A Chair for each subcommittee must be selected to act as a spokesperson for the group. This person will be asked to provide progress updates to the Steering Committee and will act as a contact for the MDOE team should questions/concerns arise. It's important a sufficient number of members are assigned each teams to accomplish the required tasks. Depending on the scope and demands of each subcommittee, it may be expedient to appoint some school staff to more than one subcommittee. (Of course, smaller schools will have to organize subcommittees and assign overlapping responsibilities in a way that makes the best use of staff time and resources.)

Each subcommittee will meet on a regular basis, assign tasks to members as appropriate, and keep a written record of meeting minutes and agendas. It is also critical that each subcommittee develop a plan of action that includes interim progress reports to the steering committee and final deliverables. If a subcommittee needs clarification on any of its assigned tasks, the respective chair should bring that question to the steering committee.

If further explanation is needed, the subcommittee chair or the administration can contact Danielle Despina at the Maine Department of Education by emailing danielle.r.despins@maine.gov, or by calling 207-624-6608.

Self-Survey Overview

The following paragraphs provide brief descriptions of the eight school-wide standards that will be a major focus of the Comprehensive School Review. A second focus for review will be the individual programs offered at the CTE center/region.

Please note that while the eight standards will be reviewed from the school-wide perspective, many of them will also be taken into consideration during the program self-studies. For example Standards and Assessments will naturally be incorporated into program reviews. Other standards may also provide insight during certain program reviews.

Standards and Assessment- The school frequently and carefully measures, with a variety of methods, student progress toward all goals, including affirmative action and school climate. This information is aggregated and used to evaluate programs, direct instruction, and related resources. The school demonstrates evidence of well-planned and periodically evaluated selected industry recognized standards for all programs.

Yearly Goals and Expectations- The school has a clearly written mission statement reflective of the needs, beliefs and values of the school community. It is supported by stated goals and objectives and is consistent with the districts' philosophies. The statement shows evidence of long and short-range planning and assures the involvement of teachers, administrators and community in the process of development and evaluation.

Community/School Relations- The school shall have a written plan for outreach which supports affirmative action and encourages parent/guardian and community involvement in the educational process toward the achievement of the school's goals and objectives. School goals, procedures, and student progress are regularly discussed with and communicated to parents/guardians and citizens when appropriate, including individuals with English as a second language.

Facilities- The school plant, site, and equipment are sufficient to support the programs of the school and meet accessibility standards for individuals with disabilities. They are maintained to ensure the safety and health of all occupants and offer an effective setting for the delivery of high quality programs and services to all students.

Leadership- The school is effectively managed and provides leadership that promotes the achievement of educational excellence. Instructional leaders make decisions based primarily on instructional and curricula goals that support school climate. Instructional leaders set high expectations from goals, monitor student progress, and direct resources to meet these goals.

School Climate and Affirmative Action- The school has a climate that promotes individual self-esteem; high expectations for achievement; acceptance of the differences among people to include issues of race, gender, and disability; and a positive attitude toward learning. The climate enhances and encourages learning and promotes an atmosphere of non-discrimination.

Staff Development- The school has a carefully planned staff development program which supports issues of school climate and which is guided by sound educational theory that promotes exemplary practices. This written plan evolves from the school's affirmative action goals as well as instructional and curricula goals. Developmentally appropriate programs are available for new and experienced staff.

Student Services- The school shall provide staff, facilities and materials necessary to offer comprehensive student services for all students. Student records and permanent files shall be kept and monitored in a confidential and secure manner.

COMPREHENSIVE SCHOOL REVIEW

Program- Each program of study is evaluated to ensure curriculum design aligns with industry-recognized standards, promotes excellence, and prepares students for career pathways and post-secondary opportunities. *During the Mid-Cycle School Review process all new programs established after the Full Review will be asked to complete a Self-Study.*

MDOE-CTE Topical Contact Person

ADA Specialist	Danielle Despins	danielle.r.despins@maine.gov	207-624-6608
Agriculture and Natural Resources	Doug Robertson	doug.robertson@maine.gov	207-624-6744
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Non-traditional and Gender Equity	Danielle Despins	danielle.r.despins@maine.gov	207-624-6608
Perkins Review	Donna Tiner	donna.tiner@maine.gov	207-624-6731
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Standards & Assessment	Peter Osborn	peter.osborne@maine.gov	207-624-6721

